



Pupil Premium Strategy Review July 2020

Pupil Premium Grant Funding

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is a grant which is allocated to schools based on the number of children entitled to free school meals, children who are looked after and service family children. At Greensted Infant School & Nursery, we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

How are schools held accountable?

However the Pupil Premium is spent, what is clear is that the benefits must be quantifiable. New measures have been included to capture the achievement of Pupil Premium pupils in the performance tables. Schools will also be expected to publish online details of their Pupil Premium allocation and their planned spend for the year ahead.

They will also have to publish a statement for the previous year confirming Pupil Premium allocation, spend and the impact this had.

The Ofsted inspection framework has a particular emphasis on how well gaps are narrowing both within the school and in comparison to national trends with specific reference to children eligible for the Pupil Premium.

Summary Information					
School	Greensted Infant School & Nursery				
Academic Year	2019/20		Total Pupil Premium grant	£58,080 (April 2019 – March 2020)	
Total number of pupils	225	Number of Pupils eligible for PP	42 (from April 2020)	Date for next internal review of the strategy	September 2020

Due to COVID19 closure, the children did not complete their assessments in Summer 2020 as planned, therefore the 2019 data has been used.

	Attainment July 2019			
	Disadvantaged Pupils (Greensted Infants)	All pupils (Greensted Infants)	Disadvantaged Pupils (National 2019)	All Pupils (National 2019)
% achieving Good Level of Development at end of Reception (11 children)	64%	75%	-	71%
% achieving standard in Phonic test at end of Year 1 (14 children)	71%	70%	-	82%
% achieving Expected Standard in Reading (15 children)	73%	80%	62%	75%
% achieving Expected Standard in Writing (15 children)	80%	75%	53%	69%
% achieving Expected Standard in Maths (15 children)	73%	78%	61%	76%

It can be seen that disadvantaged pupils at Greensted did better than disadvantaged children nationally in all aspects. In the phonics check and writing, disadvantaged children at Greensted did better than non-disadvantaged children at Greensted.

Year 2 – July 2019

		% within age related expectation	% making 5+ steps progress (Sept 2018 - July 2019)	% making more than expected (6+ steps) (Sept 2018 - July 2019)
Reading (Nat 2018: 75%)	Pupil Premium 15 chn	80%	80%	73%
	Non Pupil Premium 45 chn	82%	91%	81%
Writing (Nat 2018: 70%)	Pupil Premium 15 chn	80%	80%	80%
	Non Pupil Premium 45 chn	73%	91%	77%
Maths (Nat 2018: 76%)	Pupil Premium 15 chn	77%	87%	73%
	Non Pupil Premium 45 chn	80%	88%	63%

It can be seen that in writing, our disadvantaged children are attaining slightly above non disadvantaged children, and in reading and maths our disadvantaged children are working below just below non disadvantaged children. Very high percentages of disadvantaged children made expected and more than expected progress.

Year 1 – July 2019

Phonics Check (Nat 2017: 84%)			Achieved Phonics Check		Did not achieve phonics check	
	Pupil Premium	14 chn	71%		29%	
	Non Pupil Premium	46 chn	70%		30%	
Year 1			% within age related expectation	% making 5+ steps progress (Sept 2018 - July 2019)		% making more than expected (6+ steps) (Sept 2018 - July 2019)
Reading	Pupil Premium	14 chn	79%	100%		57%
	Non Pupil Premium	46 chn	85%	94%		61%
Writing	Pupil Premium	14 chn	64%	100%		64%
	Non Pupil Premium	46 chn	67%	96%		72%
Maths	Pupil Premium	14 chn	79%	86%		43%
	Non Pupil Premium	46 chn	98%	85%		39%

In all subjects, more disadvantaged children made expected progress than non-disadvantaged children, and, in reading and maths, disadvantaged children achieved broadly in line with non-disadvantaged children despite their lower starting points.

Reception – July 2019

GLD (Nat 2018: 74%)			Achieved GLD		Did not achieve GLD	
	Pupil Premium	11 chn	64%		36%	
	Non Pupil Premium	49 chn	78%		22%	
			% within age related expectation	% making 5+ steps progress (Sept 2018 - July 2019)		% making more than expected (6+ steps) (Sept 2018 - July 2019)
Reading	Pupil Premium	11 chn	73%	100%		63%
	Non Pupil Premium	49 chn	80%	100%		84%
Writing	Pupil Premium	11 chn	64%	73%		37%
	Non Pupil Premium	49 chn	78%	89%		77%
Maths	Pupil Premium	11 chn	91%	100%		82%
	Non Pupil Premium	49 chn	84%	100%		81%

During 2019 – 20, our core aim was to:

- To raise achievement (the attainment and progress) of all pupils eligible for Pupil Premium so that their performance is at least in line with the non-Pupil Premium peers nationally.

What We Expect to See:

- 'Quality First' teaching is paramount to the progress of pupils from disadvantaged backgrounds. This means highly effective daily teaching with the following features:
 - Highly focused lessons with sharp objectives
 - High demands of pupil involvement & engagement with their learning
 - High levels of interaction for all pupils
 - Appropriate use of teacher questioning, modelling & explaining
 - Regular use of encouragement & authentic praise to engage and motivate pupils
- In addition to this, targeted intervention and support strategies, based upon barriers to future attainment, are deployed on order to:
 - Improve levels of attainment & progress
 - Close attainment gaps relative to school averages
 - Enhance reading, writing, mathematics and communication skills
 - Have a clear focus on all disadvantaged pupils, including those with SEN and more able pupils, in becoming aspirational, confident & successful learners.

Barriers to future attainment (for all pupils eligible for PP including high ability)
• Speech & Language
• Reading Comprehension
• Phonic knowledge – reading & spelling
• Numeracy – application of number facts
• Social skills – ability to work as a team
• Lack of parental support with academic year e.g. reading at home, completing homework

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Provision 2018/19					
Speech & Language					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
80% of pupils will leave Foundation Stage with age appropriate speech & language skills and all will make at least expected progress	Wellcomm screening tool & programme used in Nursery & Reception	62% of pupils enter Reception with age appropriate speech & language. Small group support daily following the programme	TAs trained. Observation of TAs. Regular review of children's progress.	Rec TAs SW 15 hours to baseline cohort	82% of all children achieved expected or above in Communication & Language. Disadvantaged children achieved more highly than non-disadvantaged children in C & L 91% v 80%.
					Spring term spend : £2700
Foundation Stage Basic Skills					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
75% pupils will achieve GLD at the end of Foundation Stage and all will make at least expected progress	1:1 input for PP children on specific individualised next step targets	Individualised learning programmes. Stronger attention 1:1. Overlearning of concepts previously taught	TAs trained Observation of Tas. Regular review of children's progress.	Rec TAs	75% of all children achieved GLD at the end of FS. Disadvantaged children 64%, non-disadvantaged children 78%.
					Spring term spend: £3500
Phonic Knowledge - Reading & Spelling					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
To close the gap in reading & writing between disadvantaged & non disadvantaged children. To raise the attainment of more able pupils so that more disadvantaged children will be exceeding /	Small group Letters & Sounds Small group comprehension work 1:1 reading comprehension 1:1 input for children on specific individualised next step targets Lunchtime clubs	Individualised learning programmes. Stronger attention 1:1 & in small groups. Pre-teaching / overlearning of concepts previously taught	TAs training Observation of TAs Progress monitored	Intervention TAs – 1 hr 30 mins a week each JW – 6 hrs a week	Year 1 Phonics – disadvantaged children 71%, non-disadvantaged children 70%. Yr 2 Expected+: Reading Dis: 73%, Non-dis 82% Writing: Dis: 80% Non-dis: 73% Maths: Dis: 73% Non-dis: 80% Our gap in all areas has

working at greater depth.					narrowed since 2018.
					Spring term spend: £5200
Social Skills					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
To develop skills of self regulation, perseverance and motivation	Individual intervention on playground & in while class situation. Specific targeting of social skills in Foundation Stage to establish positive learning behaviours	Children need to show respect to adults and other children, to follow class rules and be independent learners	Monitoring of children academically & socially	Behaviour Support worker – 10 hrs a week + 6.25 hrs MDA	July 2019 93% of reception children achieved GLD in PSHE aspects in 2019, compared with 90% in 2018 & 71% in 2017.
					Spring term spend: £3400
Numeracy					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
To close the gap in numeracy between disadvantaged & non disadvantaged children To raise the attainment of more able pupils so that more disadvantaged children will be exceeding / working at greater depth.	Use of additional small group support during afternoon sessions – ESP used where appropriate. Teacher to work with all groups weekly.	Small group support in numeracy, enabling quality questioning & development of conceptual understanding.	Monitoring of programme by Maths SL & also programme tutors. Progress of children being worked with over 12 week period.	Intervention TA – 6 hrs per week	Year 2 Expected + in maths: Disadvantaged: 73%, Non-disadvantaged 80%. The maths gap has narrowed in the last 2 years from 20% in 2017, to 13% in 2018 , to 7% in 2019.
					Spring term spend: £2200
Parental Support					
Desired outcome	Chosen approach / action	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review action? Summer 2019
Children to develop independence and engagement in learning	Visual sticker chart & reward incentives (wristbands) to reward children who are doing	Analysis of progress 2016/7 showed that children who did their homework made more	Monitoring of children who complete	JF	July 2019 We have introduced a reward system for completing

outside of school	homework & reading at home. Update letters on importance of homework & it's impact. Head to speak to parents to find out if there are barriers.	progress than children who did not. Only a small proportion of pupil premium children completed homework at home.	homework		homework. 62% of the disadvantaged children earnt at least the Bronze wristband for completing homework and reading at home (56% in 2018), with 10 disadvantaged children earning the top award of the Platinum wristband (4 in 2018).
Total Use on Pupil Premium money					Spring 2020: £17,00